



ARCHDIOCESE OF LIVERPOOL

INSPECTION REPORT

SS PETER AND PAUL CATHOLIC PRIMARY SCHOOL

HARESFINCH

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| Inspection Date | 5 th November 2019 |
| Inspectors | Mrs Julie Rourke Mr John Riley |
| Unique Reference Number | 104810 |
| Inspection carried out under Section 48 of the Education Acts 2005 and 2011 | |

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| Type of School | Catholic Primary |
| Age range of pupils | 4 -11 |
| Number on roll | 210 |
| Chair of Governors | Mr Jimmy McNamee |
| Headteacher | Mrs Debby Rigby |
| School address | Derwent Road Haresfinch St. Helen's WA11 9AT |
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| Date of last inspection | 1 st October 2014 |

Introduction

This inspection was carried out under Section 48 of the Education Acts 2005 and 2011

The report of the inspection is produced for the Archbishop of Liverpool (Code of Canon Law 804 and 806) and for the governors of the school.

The inspectors are members of the Christian Education Department and their associates approved by the Archbishop of Liverpool for this purpose.

Information about this school

- SS Peter and Paul School is a smaller than average sized Catholic primary school situated in Haresfinch, St. Helen's and mainly serves the parish of SS Peter and Paul.
- There are 210 children on roll of whom 148 are baptised Catholic 37 come from other Christian denominations and 3 from other faiths and religious traditions. Twenty-two pupils have no religious affiliation.
- There are 9 teachers in the school of whom 6 are baptised Catholic. Eight teach Religious Education and 3 teachers have a suitable qualification in Religious Education.
- Since the last inspection, the school has appointed a new headteacher, deputy head teacher who is the subject leader and a new Chair of Governors.
- The school received a mid-inspection monitoring visit.

Key for inspection grades

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| Grade 1 | Outstanding |
| Grade 2 | Good |
| Grade 3 | Requires Improvement |
| Grade 4 | Inadequate |

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OVERALL EFFECTIVENESS

SS Peter and Paul Catholic Primary school is a good school in providing Catholic Education.

CATHOLIC LIFE

The extent to which the pupils contribute to and benefit from the Catholic Life of the school

- The extent to which the pupils contribute to and benefit from the Catholic Life of the school is outstanding.
- Pupils know and understand their mission, 'Following in the footsteps of St Peter and St Paul, we love, learn and grow together.' They actively participate in the Catholic Life and mission of the school and evaluate how they are living by it. On the day of inspection, children expressed that their mission helps them to be one big family.
- By living by their mission, pupils show a deep respect for themselves and others as made in the image and likeness of God. In proportion to their years they show an ability to listen, to give thanks, to forgive and be forgiven. They are quick to congratulate others. Children's behaviour on the day of inspection was exemplary.
- Pupils value and respect the Catholic tradition of the school and its links with the parish community and the Archdiocese. They are actively involved in their Sacramental programmes with support from their Parish Priest and local parish. They enjoy regular visits to their parish church and Christ the King Cathedral in Liverpool.
- On the day of inspection, the Parish Priest spoke highly of the pupils explaining that, 'The generosity of the children is a strength.' Pupils have recently supported the parish in welcoming and helping a refugee family settle into their new community.
- Pupils enthusiastically embrace the demands that membership of a Catholic school entails. They fully accept their responsibilities and as a result they take a leading role to become, for example, part of the School Council and Eco Warriors.
- Pupils understand the importance of using their gifts in the service of others. They are alert to the needs of others and seek justice for all within and beyond the school community. Pupils support numerous local and National causes such as, CAFOD and Food Bank Collections.
- They live out their Catholic mission through a variety of opportunities. There are a variety of before and after school clubs such as, sports, arts, pastoral and life skills. Children are regularly rewarded for good attendance, manners and work. The school has recently introduced a Gospel Values award as a celebration and reminder to live out values such as, love, care and forgiveness.
- Residential to London and Winmarleigh Hall are an important part of their school life offering many experiences for them to live out their mission through team building and nurturing their emotional wellbeing.
- Pupils enjoy learning about other faiths and religions, which widens and celebrates other beliefs and cultures. Children enjoy studying Judaism each year as well as Islam or Sikhism. They have visited a synagogue to gain understanding of first-hand religious experiences.
- Pupils respond well to the opportunities the school provides for their personal support and development. There are targeted support programmes for pupils who may suffer bereavement or loss through the Rainbows programme. They have access to support in developing their self-esteem through a 'Happy to be me' programme. As a result, they are happy, confident and secure in their own stage of physical, emotional and spiritual growth.

- The Relationships and Sex Education programme, *Journey in Love*, recommended by the Archdiocese, has begun to be implemented. The programme now needs full integration throughout the school year. Pupils will then develop a fuller understanding of loving relationships and sexual development within the context of a Christian understanding.
- The school has plans to develop a Catholic Council. This inspired idea will continue to further children in living out their mission. Guided by their mission and rooted in Scripture, the council will be able to contribute in a planned and systematic way to the Catholic Life of the school and be able to take a lead in planning improvements to it.
- On the day of inspection, pupils shared their enjoyment in supporting justice for others. The Catholic Council may wish to explore Catholic Social Teaching by investigating and acting upon dignity, solidarity, the common good, the poor, peace, creation and dignity of work. This will serve to enhance what has successfully begun in school.

The quality of provision for the Catholic Life of the school

- The quality of provision for the Catholic Life of the school is outstanding.
- The school Mission Statement clearly expresses the educational mission of the Church.
- The school environment reflects its mission and identity through effective signs of the school's Catholic character. The school's mission statement is prominently displayed throughout the school. There are dedicated displays reflecting Religious Education and the Catholic Life of the school. A prayer corner is used as a reflective space and children are leading their peers in creating meaningful prayers.
- Saints Peter and Paul's school has a strong sense of community at all levels, evident in the quality of relationships. The school is a supportive and joyful community. Staff have taken part in their own dedicated school spirituality services. On the day of inspection, senior leaders spoke highly of their recent personalised reflection for the beginning of the school year which was led by the school's Foundation and Religious Education link governor. This has inspired their work throughout the term. Staff would benefit from including *Come and See for Yourself* prayer and reflection liturgies which will continue to enhance staff spirituality.
- The school has a high regard for the pastoral needs of staff and members needs are understood and catered for. There is regular curriculum professional development. Some staff have acquired their Catholic Certificate in Religious Studies and two further staff are currently studying for it. Senior leaders support staff in their performance and reduction in workload.
- All staff are fully committed to the Catholic Life and mission of the school, across the curriculum and the whole of school life. Staff are role models of mutual respect and forgiveness for pupils and promote positive behaviour.
- Within the wider curriculum work on topics such as, The Water Cycle or Energy, pupils learn about the significance of sustainability, so that all people on Earth are cared for. Pupils knowledge and understanding of the issues facing developing countries is being improved through links with two schools from developing countries. Pupils have exchanged letters and photographs. Saints Peter and Paul have provided their partner schools with uniform and mosquito nets.
- The school is developing the impact of their Personal, Social and Health Education. They are also keen to enhance equality education across the school year.
- Policies and structures are in place, which provide high levels of pastoral care to pupils, and there is an explicit and concrete commitment to the most vulnerable and needy in both policy and practice. The school is rightly proud of their inclusive pastoral care in ensuring and increasing the participation of all children. The school provides breakfast and after school clubs, mindfulness, play and art therapies and Life Skills sessions. School leaders actively seek out opportunities to strengthen the home, school, parish links with joint activities.

The school regularly provides support to the foodbank initiative to support families who are struggling to provide for their children.

- The parish priest is a regular visitor to school. He offers pastoral support to staff and the wider school community. He attends many school events. The school and parish work closely to support families and children in their Sacramental preparation. There are plans for school masses in school.
- The school website provides parents and carers with a wealth of information regarding the Catholic Life of the school. The website and regular newsletters share the variety of opportunities provided for the children and its successes and celebrations. There are opportunities for parents and carers to access adult training programmes in school.
- The school has an active Friends Association who raise money for school and provide events for community cohesion. The association hosts a weekly pop up café which provides opportunities for family support and parish links.
- The school now needs to provide a secure commitment to Catholic Social Teaching through the entire curriculum, to care for our common home and to the dignity of every human person. This can be achieved by identifying and mapping practices that are already in place and those that have begun to be implemented.
- The mapping should include, CST, Personal, Social and Health Education, Relationships and Sex Education, Religious Education topics, the Science curriculum, Gospel and British Values to ensure they are provided for throughout the school year and for every child.
- A well designed and planned map will provide strong evidence to show how each area is celebrated and acted upon to enhance the provision for the Catholic Life of the school.

How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school

- Leaders and governors are outstanding in promoting, monitoring and evaluating the provision for the Catholic Life of the school.
- Leaders and governors demonstrate a public commitment to the mission of the Church. They are well regarded as models of Catholic leadership by both staff and pupils. The development of the Catholic Life of the school is viewed by leaders and governors as a core leadership responsibility.
- The headteacher, senior leaders and governors are deeply committed to the Church's mission in education. Governors are passionate about their mission and challenge as well as support to ensure that Catholic Life is pivotal for the whole school community.
- The provision for the Catholic Life of the school is given priority by leaders. The school's self-evaluation of their Catholic Life provision reflects how they monitor and self-challenge.
- The school has strategies for engaging with parents/carers to the obvious benefit of pupils. Parents/carers know and understand the school's mission. Parents and families are encouraged to share in the life of the school. They are invited a variety of celebratory and liturgical events. Recent parent questionnaires reflect an overwhelming positive support for the Catholic Life of the school.
- The governing body is highly ambitious for the Catholic Life of the school and leads by example in the way it consistently emphasises this as a school improvement priority. There are planned improvements to further enhance the Catholic Life of the school. Governors take part in the life of the school through for example, supporting fundraising and attending assemblies and worship.
- The school responds well to Archdiocesan policies and initiatives and promotes them throughout the school, including, Archdiocesan subject leader Religious Education training and Religious Education cluster meetings.

- All policies relating to the Catholic life of the school include the school's mission are up to date and ratified by the governors. The school must ensure that *all* school policies contain the mission statement. This will centralise the school's mission and ensure every school practice is guided by it.

RELIGIOUS EDUCATION

How well pupils achieve and enjoy their learning in Religious Education

- The extent to which pupils achieve and enjoy their learning in Religious Education is good.
- Pupils, from their varied starting points, make good progress in each key stage.
- Pupils approach their lessons with interest and enthusiasm. They behave excellently in lessons and disruptions in lessons are unusual because pupils enjoy Religious Education.
- Pupils, relative to their age and capacity, are developing in religiously literacy. They are engaged in the work provided for them. They use their knowledge, understanding and skills well and are enthused when they are asked to extend and reflect theologically in their learning. On the day of inspection, children used their skills in thinking ethically and expressed how Scripture can affect their lives.
- Pupils' attainment, as indicated by teacher assessment is good. Children's work is moderated; however, this is inconsistent. Moderation will continue to improve as the school embeds the new standards for Religious Education and exemplars are shared.
- There is an excellent, thorough data analysis of children's standards beginning to emerge. This is a great start in enabling teachers to use the data to inform planning, teaching and learning.
- The quality of pupils' current work, both in class and in written work, is good. Pupils workbooks are presented well, and their work matches the *Come and See* programme. Pupils record in a variety of ways and their own ideas are supported although, work in books shows little differentiation. Teachers use praise, encouragement and at times driver words when marking pupils work.
- To continue developing children's achievements and enjoyment in Religious Education, teachers now need to be able to use the data the school is collating. Teachers can then differentiate knowing what driver skills groups of pupils are using well and challenge with new skills.
- Children's enthusiasm for extending their learning needs channelling. This will support and enhance pupil's enjoyment of Religious Education, enable them to reflect on their own learning, have a clear understanding of how well they are doing, know what they need to do to improve and say how they are making progress.

The quality of teaching, learning and assessment in Religious Education

- The quality of teaching, learning and assessment in Religious Education is good.
- Teachers plan good lessons with a range of creative activities.
- There is supportive and effective teamwork between teachers and teaching assistants. Teaching assistants are carefully planned for to optimise learning for pupils. On the day of inspection, they showed understanding and consideration of the specific needs of pupils in their care. They continually praise and encourage progress.
- Teachers show good subject expertise and know how pupils learn. As a consequence, pupils apply themselves well and make good progress in lessons. There are clear expectations for classroom routines and excellent relationships in classrooms.

- On the day of inspection, there was good use of key words, singing, display, building on prior learning and good explanation of Scripture passages. Pupils were motivated and concentrated in lessons. Achievement and effort were celebrated in lessons, which motivated children in their work.
- In one lesson observed with older pupils, the teacher adapted the lesson to suit the needs of the learners. Children understood Scripture by relating it to a sport the children enjoyed. This not only captured their interest and inspired their thoughts, but their responses were reflective, considered and enabled Scripture to be a relevant source in their own lives.
- Children's lessons now need to be linked to current data. Teachers can use this data and knowledge of the individual to consolidate and extending pupils' knowledge and understanding, so that pupils' learning is deepened and challenged.
- This will ensure that all teachers are consistently communicating high expectations in Religious Education across all year groups. Detailed feedback on pupil's progression through marking or orally in lessons will improve their understanding, evaluate how well they are achieving and know what they need to do to improve. Tasks can then be adapted, or improved.

How well leaders and governors promote, monitor and evaluate the provision for Religious Education

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Religious Education.
- Leaders and governors ensure that the Religious Education curriculum meets the requirements of the Bishops' Conference in every respect and in each key stage.
- Leaders and governors ensure that the required amount of curriculum time is given to Religious Education in each key stage.
- Leaders and governors ensure that Religious Education is comparable to other core curriculum subjects, in terms of professional development, resourcing, staffing and accommodation.
- Any additional requirements and policies of the Archdiocese regarding the Religious Education curriculum are fully implemented.
- Leaders assess and are developing tracking of Religious Education attainment. Leaders are beginning to monitor Religious Education well. This work is a promising start to sharing good practice and action planning across the school.
- The Religious Education link governor is skilled in the subject and meets regularly with the subject leader, sharing, developing and implementing strong foundations. The link governor has taken part in display and book monitoring. She offers up to date advice and together with the subject leader they share a vision for Religious Education in the school.
- The headteacher and subject leader recognise the school's next steps. The curriculum leader has a good level of expertise in securing the vision for Religious Education. He has worked hard to begin initiatives required. With the informed advice of the Archdiocese and link governor, Religious Education will continue to progress in its provision and outcomes.
- Advice and training for each area of the *Come and See* programme will support leaders and teachers in their delivery and high expectations needed in Religious Education as the core subject.
- Leaders can then be fully informed in continuing to develop standards in the teaching and learning of Religious Education by analysing the outcomes of monitoring. They can keep moving forward by developing strategic actions that professionally develops teaching, learning and shares and challenges best practice.

COLLECTIVE WORSHIP

How well pupils respond to and participate in the school's Collective Worship

- Pupils response to and participation in the school's Collective Worship is good.
- Pupils act with reverence and are keen to participate in Collective Worship. They sing joyfully, reflect in silence and join in community prayer appropriately and with confidence.
- Pupils response to and participation in the school's Collective Worship is good.
- Pupils are beginning to take part in preparing and leading thoughtful worship supported by adults; they enjoy planning *Rejoice* liturgies within the *Come and See* programme.
- On the day of inspection, children took part in a lunch time prayer group. They enjoyed supporting one another in writing their own and traditional prayers.
- Pupils experience a variety of approaches to prayer which includes scripture, religious artefacts, liturgical music and other forms of prayer both traditional and contemporary.
- Pupils have a good understanding of the Church's liturgical year, its seasons and feasts.
- The experience of living and working in a faithful, praying community has a positive impact on the spiritual and moral development of pupils, irrespective of ability or faith background.
- In partnership with pupils, teachers can continue to develop pupils' initiatives in planning for and leading worship. By outlining gradual steps for children across the year groups and with age appropriate expectations, they can explore further ideas for gatherings, singing, prayer, use of artefacts and how they can go forth, to visibly uplift their peers.

The quality of Collective Worship provided by the school

- The quality of Collective Worship provided by the school is good.
- On the day of inspection, good and outstanding worships were observed.
- Collective Worship is part of the life of the school and prayer is included in school celebrations. Praying together is part of the daily experience for pupils and staff.
- Relevant staff have a good understanding of the Church's liturgical year, seasons and feasts and provide pupils with a variety experiences of the Church's liturgical life.
- Staff help pupils to plan and deliver *Rejoice* liturgies. They have a good understanding of the purpose of Collective Worship and the methods and styles of prayer.
- Collective Worship is planned well, as a result, experience of Collective Worship is engaging.
- Collective Worship has a good purpose, message and direction, this can continue to be enhanced. The school should now choose themes for worship within a long-term planner that reflects the liturgical year and enhances the good and outstanding practices already in place.
- The school would benefit from using Scripture differentiated throughout the *Come and See* programme to support what children are listening and responding to. This will strengthen all teachers in their planning and delivery of worship and encourage a rich, deep understanding of the liturgical season.
- By following set themes and sharing of best practices, Collective Worship will have the highest priority and staff across the school can skilfully further children's participation in planning and leading worship.

How well leaders, governors promote, monitor and evaluate the provision for Collective Worship

- Leaders and governors are good in promoting, monitoring and evaluating the provision for Collective Worship.

- Senior leaders and governors know how to provide and ratify policies and guidelines to plan and deliver quality Collective Worship. Governors are fully supportive of the prayer life of the school.
- Senior leaders of Collective Worship are appropriate role models of worship practice for staff and pupils in sharing their understanding of the Church's liturgical year, seasons and feasts.
- The Collective Worship lead has an excellent understanding of how worship can influence pupils' spiritual lives and provides worship that is accessible to the pupils in a contemporary context.
- Leaders now need to extend their practices across the school, sharing their expertise and giving worship a high priority so that all teachers deliver quality led worship to pupils across the school.
- Leaders are keen to develop the provision for Collective Worship by using the school's new prayer garden and reflective prayer spaces. The school is keen to engage with and invite parents/carers and members of the community to join with the school community in regular prayer and worship.
- Leaders and governors should now ensure monitoring and evaluation of Collective Worship is regularly reviewed and updated and any training needs are put into place. This will place prayer and worship at the heart of school life.

What the school needs to do to improve further

- Guided by the detail contained within this report and summarised below, develop the Catholic Life of the school by:
 - embedding Relationship and Sex Education and map its provision across the school;
 - begin a Catholic Council that will guide, explore and provides opportunities for the children and the whole community to act on its mission;
 - explore Catholic Social Teaching to impact and ignite pupils in action for the Catholic Church;
 - ensure all policies contain and are guided by the school's mission statement.
- Guided by the detail contained within this report and summarised below, develop Religious Education by:
 - provide training for the expectations in each area of the *Come and See* programme;
 - be fully informed in Religious Education standards to monitor, analyse and action next steps;
 - use data to inform planning and teaching to differentiate and challenge in lessons;
 - communicate high expectations and feedback on pupils' progress so that children know how they are achieving and what they need to do to improve.
- Guided by the detail contained within this report and summarised below, develop Collective Worship by:
 - plan secure liturgical themes across the school to aid teacher's confidence;
 - share good and outstanding practices across the school;
 - monitor, evaluate and provide any training needed;
 - once teachers are secure in their practices, invite children to be a part of worship in partnership with adults in gradual steps.

INSPECTION JUDGEMENTS

OVERALL EFFECTIVENESS

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| How effective the school is in providing Catholic Education | 2 |
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CATHOLIC LIFE

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| The extent to which pupils contribute to and benefit from the Catholic Life of the school | 1 |
| The quality of provision for the Catholic Life of the school | 1 |
| How well leaders and governors promote, monitor and evaluate the provision for the Catholic Life of the school | 1 |

RELIGIOUS EDUCATION

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|--|---|
| How well pupils achieve and enjoy their learning in Religious Education | 2 |
| The quality of teaching, learning and assessment in Religious Education | 2 |
| How well leaders and governors promote, monitor and evaluate the provision for Religious Education | 2 |

COLLECTIVE WORSHIP

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|---|---|
| How well pupils respond to and participate in the school's Collective Worship | 2 |
| The quality of Collective Worship provided by the school | 2 |
| How well leaders and governors promote, monitor and evaluate the provision for Collective Worship | 2 |

Key to judgements: Grade 1 is Outstanding, Grade 2 Good, Grade 3 Requires Improvement and Grade 4 Inadequate